


linking research to real life.

Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

Webcast Series Part Seven: Strengths

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A division of the ESC of Central Ohio

SINCE LAST WEBCAST: YOU UPDATED SECTION ONE

1 Individual Challenges Related to Behavior
(To Help Identify Antecedents and Consequences)

Learning Challenges and Unlearned Skill Development	
Environmental Mismatch and Change	
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns	
Social, Emotional & Communication Challenges	
Difficult to Motivate & Narrow Interests	

What are the Underlying Contributors to this Function of the Behavior (THE "WHY WORKSHEET")?
is linked with the stressors of these setting events.

When _____ and these immediate triggers _____
he/she engages in the identified behavior (above) which results in this type of reinforcing consequence _____

These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more):


- A Sensory Experience or Physiological Benefit _____
- A Desired Object, Person, Activity or Experience _____
- An Escape from an Undesirable Task, Activity, Person, etc. _____
- A Way to Communicate _____
- Other Functions: _____

3 Individual Strengths Related to Behavior
(To Help Identify Strategies)

Learning and Skill Development	
Environmental Matches	
Sensory/Biological Preferences	
Successful Social & Communication	
Motivation & Interests	

WHAT'S MISSING?
Behaviors are indicators of a missing or needed skill that will address issues identified in Step 2.

What skills does the individual need that were NOT identified in Step 2?
(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.)



SINCE LAST WEBCAST: YOU COMPLETED WHY WORKSHEET

THE WHY WORKSHEET: What is Causing the Behavior? Why Does it Continue?		Worksheet for Step 2
Review what you have discovered		
When is faced with these Setting Events.....		
And these Immediate Triggers...		
S/he engages in this Behavior:		
Which results in these Reinforcing Consequences		
Function of the Behavior. Based on the information of the above setting events, triggers and consequences, _____ receives the following benefit(s) or function(s) from the behavior (select one or more):		
Obtains a Desired Object, Person, Activity or Experience	What is Obtained?	
	Why Does s/he want this?	
Sensory Experience or Physiologic Benefit	What is the sensory experience/benefit?	
Escapes an undesirable Task, Activity, Person or experience:	What is escaped?	
	Why does s/he wish to escape this?	
Provides Communication	What is he/she communicating?	
Other		

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SINCE LAST WEBCAST: YOU COMPLETED SECTION 2 USING WHY WORKSHEET

1 Individual Challenges Related to Behavior (To Help Identify Antecedents and Consequences)		3 Individual Strengths Related to Behavior (To Help Identify Strategies)	
Learning Challenges and Unseen Skill Development		Learning and Skill Development	
Environmental Mismatch and Change		Environmental Match	
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns		Sensory/ Biological Preferences	
Social, Emotional & Communication Challenges		Successful Social & Communication	
Difficult to Motivate A Narrow Interests		Motivation & Interests	

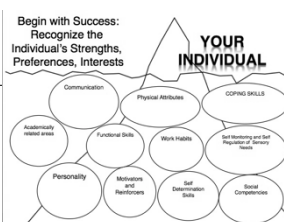
2 What are the Underlying Contributors to and Function of the Behavior (THE 'WHY WORKSHEET')	4 WHAT'S MISSING?
When _____ is faced with the stressors of these setting events _____ and these immediate triggers _____ he/she engages in the identified behavior (above) which results in this type of reinforcing consequence _____ These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more): <input type="checkbox"/> A Sensory Experience or Physiologic benefit: _____ <input type="checkbox"/> A Desired Object, Person, Activity or Experience: _____ <input type="checkbox"/> An Escape from an undesirable Task, Activity, Person, etc.: _____ <input type="checkbox"/> A Way to Communicate: _____ <input type="checkbox"/> Other function: _____	Behaviors are indicators of a missing or needed skill that will address issues identified in Step 2. What skills does the individual need (that were NOT identified in Step 2) in order to change the behavior or consequence? (Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.)

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Process of FBA for Individuals with Complex and Challenging Needs

STRENGTHS

- Review Strengths and Interests



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Recognizing Strengths

What is the individual like when
s/he is:
Engaged? Calm? Social?
“Appropriate”?



Consider individual's strengths,
preferences, and interests.



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The Importance of Strengths, Preferences, Interests



Strengths

Can build a plan based on what the individual CAN do



Preferences

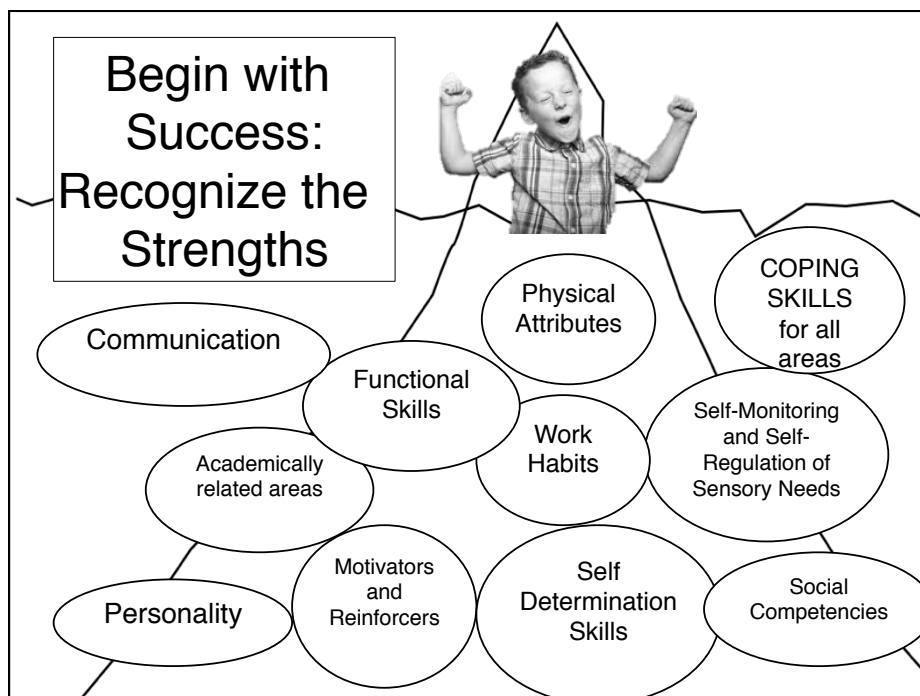
Can use strategies that are based in how a person best learns and where/when s/he is most comfortable

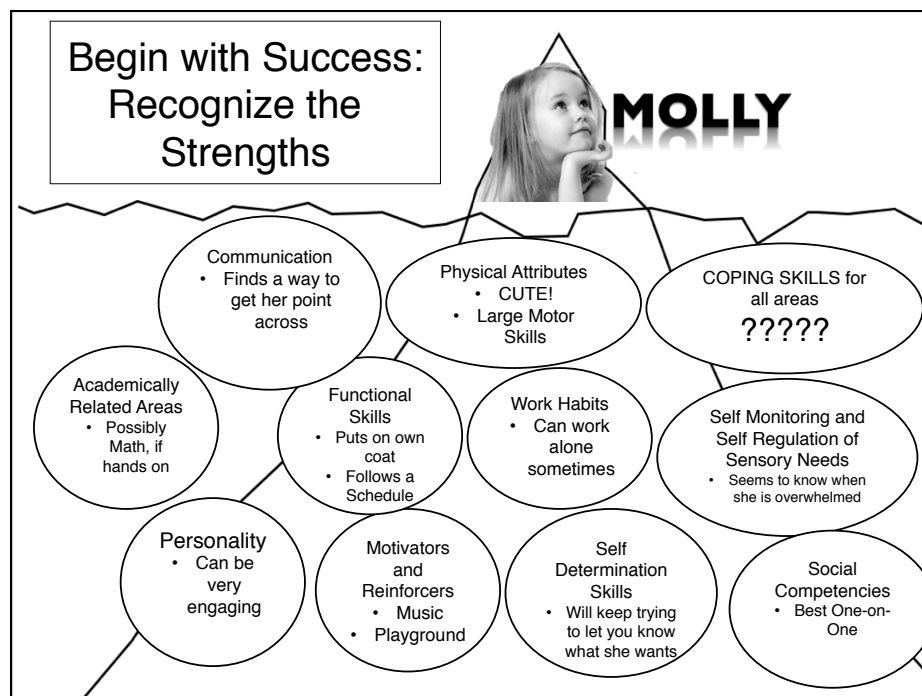
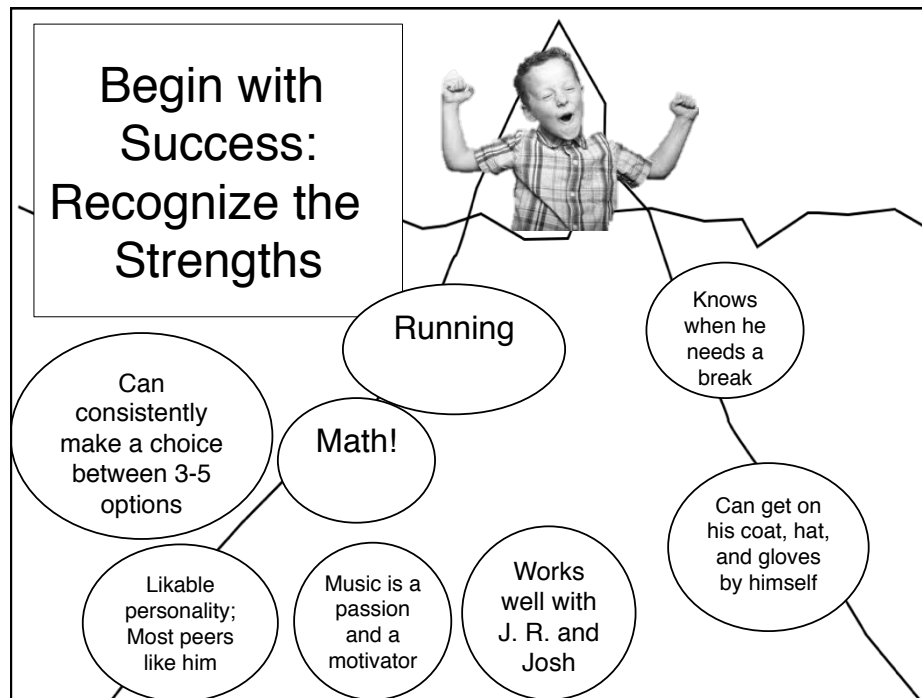


Interests

Can use high interests to motivate an individual to use the behaviors that are desirable and functional

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1 Individual Challenges Related to Behavior (To Help Identify Antecedents and Consequences)		3 Individual Strengths Related to Behavior (To Help Identify Strategies)	
Learning Challenges and Uneven Skill Development	<input type="checkbox"/> Academics are hard for Molly <input type="checkbox"/> Communication skills	Molly will learn best if she can touch it or when it has a musical component	Learning and Skill Development
Environmental Mismatch and Change	<input type="checkbox"/> Very Little personal Space/Others may touch Molly during circle time <input type="checkbox"/> Has a need to complete her work/play <input type="checkbox"/> Less structured/predictable activities	Structure and Routines! When she has ability to make some choices or decisions	Environmental Matches
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns	<input type="checkbox"/> Touch ...even typical touching of peers... is very difficult to tolerate.	Personal space like people that move predictably Visually Organized	Sensory/ Biological Preferences
Social, Emotional & Communication Challenges	<input type="checkbox"/> Emotionally escalates quickly <input type="checkbox"/> Cannot express calmly/verbally her displeasure <input type="checkbox"/> Unable to cope	Predictable social games Communicates with short phrases. Understands and makes concrete requests much better than emotional explanations	Successful Social, & Communication
Difficult to Motivate & Narrow Interests	<input type="checkbox"/> Academics are poor motivators- Not interested	Music, Hands On Activities, Playground, Making a choice	Motivation & Interests

2 What are the Underlying Contributors to and Function of the Behavior (THE "WHY WORKSHEET")

When MOLLY is faced with the stressors of these setting events: Schedule and routine changes, Unfinished activities and transition away from these activities, Unpredictability, Needing to communicate and these immediate triggers: Circle time (which means academics), Being touched and Shelly (in her space) he/she engages in the identified behavior (above) which results in this type of reinforcing consequence: Gets to leave circle time and academics, gets to finish activities, gets personal space.

These identified factors result in the behavior serving the following function(s) or benefit(s) for the student (1 or more):

☐ A Sensory Experience or Physiological Benefit: PERSONAL SPACE

☐ A Desired Object, Person, Activity or Experience: PREFERRED TABLE ACTIVITIES

☐ An Escape from an Undesirable Task, Activity, Person, etc.: TOUCHING, CROWDED SPACES, ACADEMICS

☐ A Way to Communicate: "I NEED TO GO" ... OR "I NEED A BREAK"

☐ Other Function

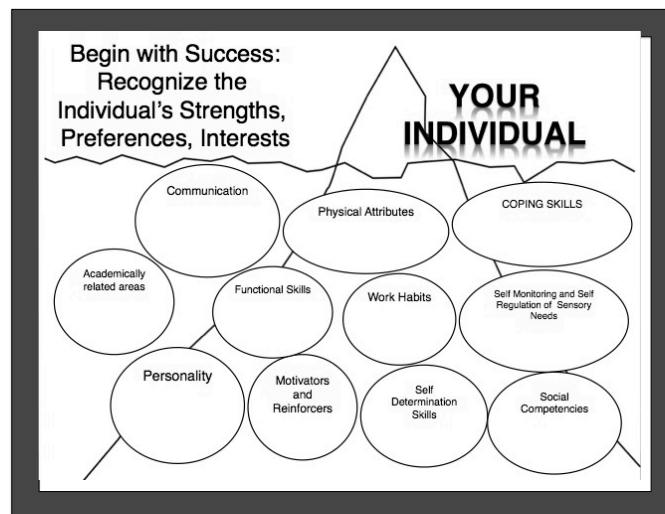
4 WHAT'S MISSING?

Behaviors are indications of a missing or needed skill that will address issues identified in Step 2.

What skills does the individual need (that were NOT identified in Step 3) in order to change the behavior of concern?

(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.)

BEFORE NEXT WEBCAST: COMPLETE FOR YOUR INDIVIDUAL



BEFORE NEXT WEBCAST: COMPLETE SECTION 3

1 Individual Challenges Related to Behavior
(To Help Identify Antecedents and Consequences)

Learning Challenges and Unmet Skill Development	
Environmental Mismatch and Change	
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns	
Social, Emotional & Communication Challenges	
Difficult to Motivate & Narrow Interests	

3 Individual Strengths Related to Behavior
(To Help Identify Strategies)

Learning and Skill Development	
Environmental Matches	
Sensory/ Biological Preferences	
Successful Social & Communication	
Motivation & Interests	

2 What are the Underlying Contributors to and Function of the Behavior (THE 'WHY WORKSHEET')

When _____ is faced with the stressors of these setting events _____ and these immediate triggers _____ helps/engages in the identified behavior (above) which results in this type of reinforcing consequence _____

These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more):


- ☐ A Sensory Experience or Physiological Benefit: _____
- ☐ A Desired Object, Person, Activity or Experience: _____
- ☐ An Escape from an undesirable Task, Activity, Person, etc.: _____
- ☐ A Way to Communicate: _____
- ☐ Other Functions: _____

WHAT'S MISSING?


Behaviors are indicators of a missing or needed skill that will address issues identified in Step 3.

What skills does the individual need (that were NOT identified in Step 2) in order to change the behavior of concern?
(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.)

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